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MARINA DE LEMOS

BIOLOGIST AND EDUCATOR

TO:

CALIFORNIA ACADEMY OF SCIENCES
DIGITAL ENGAGEMENT SPECIALIST
SAN FRANCISCO, CA

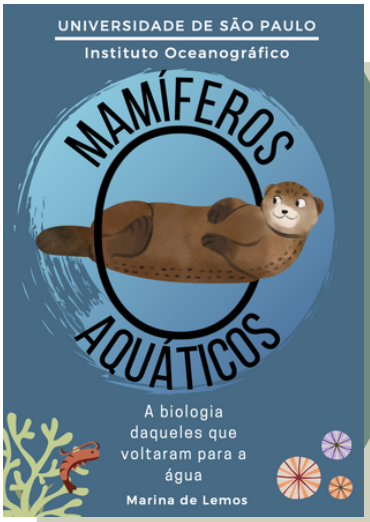
APRIL 26TH, 2024

This file presents a showcase to some of my work with science communication. Since I am Brazilian, they are in Portuguese, so I would like to go through the content and the intention behind them. They can be found in the following link: *https://drive.google.com/drive/folders/1TuYrfCRXeF1qMnD6w-C7o6mjHbnhRuem?usp=sharing*



The CAEG project united professors, undergraduate and graduate students to discuss Environmental Education and the culture of sustainability across University of São Paulo's campi. The final production was compiled in the book "Environmental Education in Graduation: challenges and possibilities built transversely at University of São Paulo", published in 2024.

I collaborated on the second chapter "Environmental Education and the University: concepts and expectations" that studied a form taken by undergraduate students of diferente courses questioning how much they knew, practiced and engage collectively on sustainable initiatives from the University.



"Aquatic mammals — the biology of those that returned to the water" was the final project that I wrote compiling everything that was taught in the *Marine Mammals class* at University, adapting the language for high school students. The books covers diversity, evolution, ecology, threats, conservation and action to increase awareness about these animals. The books that were written by me and my collegues are fully avaliable to be downloed by schools, students and teachers at *https://www.livrosabertos.abcd.usp.br/portaldelivrosUSP/index*

With a similar goal, the following "Cetaceans in the media — discovering biology through films" shows how whales and dolphins are represented in diferente mainstream media, while also pointing out some aspect of their biology in a more simple and informal language



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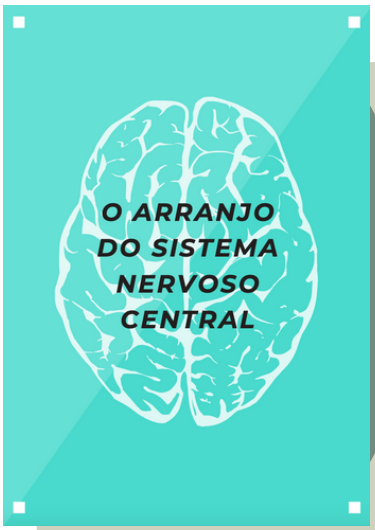
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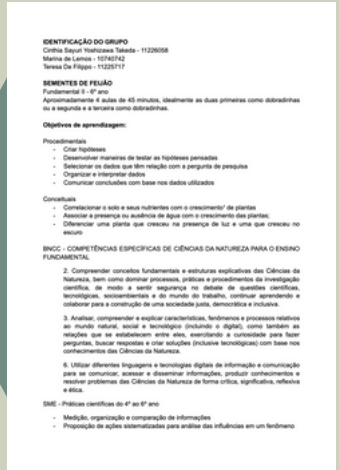
"Sea turtles" is a booklet with general characteristics, identification, life cycle, human impacts and conservation of turtles. With the aid of the University and the professor that coordinated this project, we printed and redistributed the booklet to schools in São Paulo. The language is simple and direct since it was planed for the general public.

DIDACTIC SEQUENCES



"The arrangement of the central nervous system" was an educational project for elementary schools. It includes a booklet, a quiz and a central nervous system model, along with the sequence that teachers can follow. All the materials are available to be rented for free by schools at the Bioscience Institute of the University or downloaded online.

"Bean seeds" was an educational activity that I developed, applied and made it available for teachers at the University's website with a collegue. The goal was to discuss the scientific method with first year elementary students through experiments with different conditions to grow bean seeds.



IDENTIFICAÇÃO DO GRUPO
Cinthia Sayuri Yoshizawa Takeda - 11226058
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Teresa De Filippo - 11225717

SEMENTES DE FEIJÃO
Fundamental II - 6º ano
Aproximadamente 4 aulas de 45 minutos, idealmente as duas primeiras como dobradinhas ou a segunda e a terceira como dobradinhas.

Objetivos de aprendizagem:

Procedimentais
- Criar hipóteses
- Desenvolver maneiras de testar as hipóteses pensadas
- Selecionar os dados que têm relação com a pergunta de pesquisa
- Organizar e interpretar dados
- Comunicar conclusões com base nos dados utilizados

Conceituais
- Correlacionar o solo e seus nutrientes com o crescimento' de plantas
- Associar a presença ou ausência de água com o crescimento das plantas;
- Diferenciar uma planta que cresceu na presença de luz e uma que cresceu no escuro

BNCC - COMPETÊNCIAS ESPECÍFICAS DE CIÊNCIAS DA NATUREZA PARA O ENSINO FUNDAMENTAL

2. Compreender conceitos fundamentais e estruturas explicativas das Ciências da Natureza, bem como dominar processos, práticas e procedimentos da investigação científica, de modo a sentir segurança no debate de questões científicas, tecnológicas, socioambientais e do mundo do trabalho, continuar aprendendo e colaborar para a construção de uma sociedade justa, democrática e inclusiva.

3. Analisar, compreender e explicar características, fenômenos e processos relativos ao mundo natural, social e tecnológico (incluindo o digital), como também as relações que se estabelecem entre eles, exercitando a curiosidade para fazer perguntas, buscar respostas e criar soluções (inclusive tecnológicas) com base nos conhecimentos das Ciências da Natureza.

6. Utilizar diferentes linguagens e tecnologias digitais de informação e comunicação para se comunicar, acessar e disseminar informações, produzir conhecimentos e resolver problemas das Ciências da Natureza de forma crítica, significativa, reflexiva e ética.

SME - Práticas científicas do 4º ao 6º ano
- Medição, organização e comparação de informações
- Proposição de ações sistematizadas para análise das influências em um fenômeno

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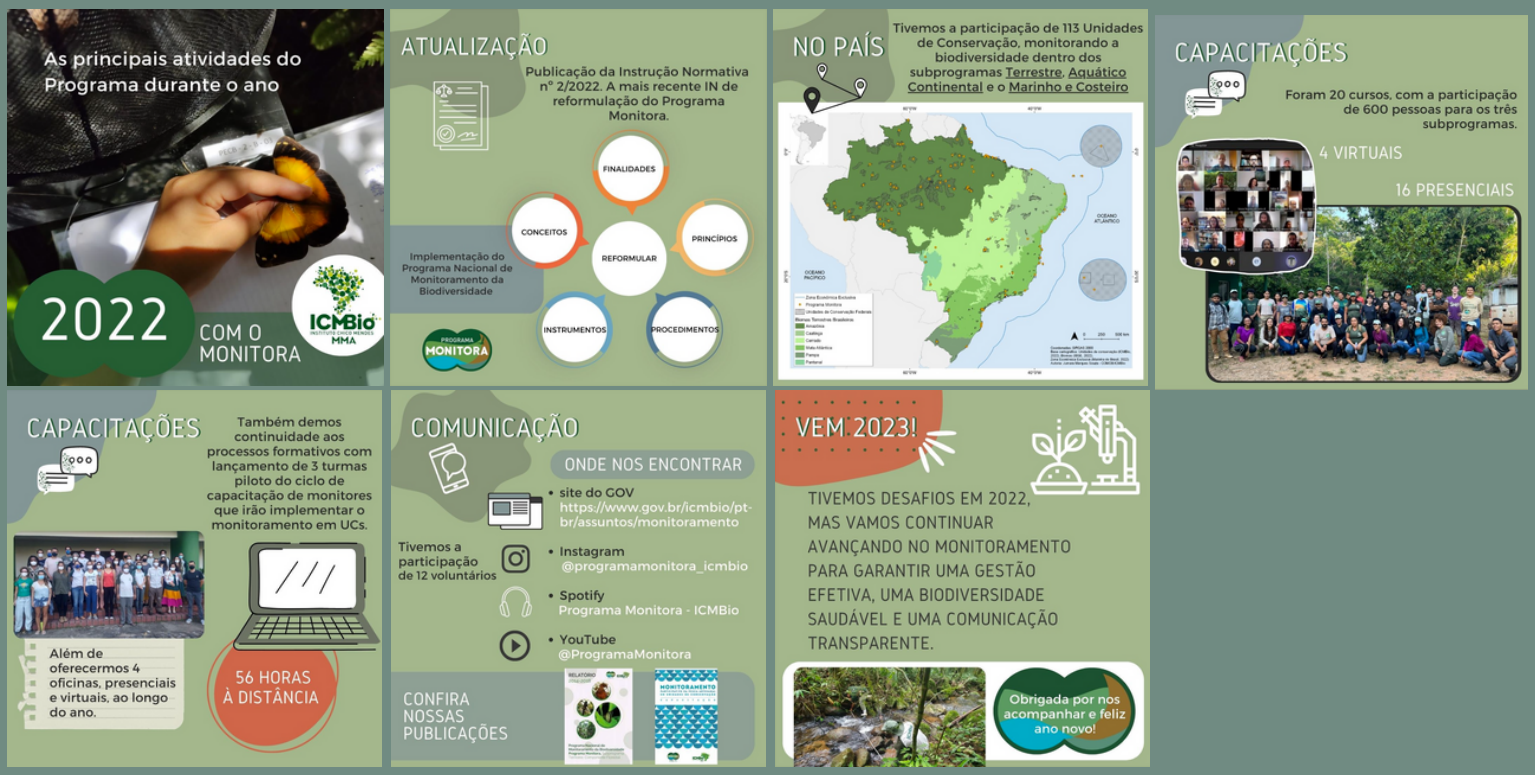
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MEDIA CONTENT



Un exemple of the content created for Instagram for COMOB, the Head Coordination of the Monitoring Programs at ICMBio (Brazilian Institute Chico Mendes for conservation of biodiversity). This one is a 2022 recap of the activities.

Here is my Instagram profile (@kodaks___lens) where I share my photography work and my career as a biologist.

You can check more on my portfolio:

HTTPS://MARINADELEMOS.MYPORTFOLIO.COM/

